Fidelity of Implementation within a Response to Intervention (RtI) Framework

Tools for Schools

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Fidelity of Implementation within a RtI Framework

Overview and Instructions

What Is It and Why Is It Important?

- **Implementation with fidelity** is using the curriculum and instructional practices consistently and accurately, as they were intended to be used. For example, standard treatment protocols were developed in a specific validation study, with a specified level of training as a qualification of those delivering that instruction—for a specified amount of time for the learners, and for an expected type of response from those learners.

- We must ensure that those protocols are used consistently and accurately with the intent and with the validation that was part of their development. If we are not consistent and accurate, how do we explain the student's lack of response? Or for that matter, a student's excellent response? If we have not implemented the protocol as intended we cannot attribute a good or poor response to that protocol. We cannot link student outcomes to instruction.

- A lack of student response may be due to student characteristics, but it is important to realize that it may also be due to how the instruction was implemented. Dean Fixsen makes a great point that the first standard for delivering high-quality instruction is actually having high-quality instructional practices and curricula available. But, having them available does not necessarily lead to the goal of fidelity—student success.

Compelling Example of the Importance of Fidelity

See http://www.pbs.org/newshour/bb/health/jan-june10/gawande_02-08.html

This example is from the *PBS Newshour* show in February 2010 with Betty Ann Bowser. She is reporting from the Brigham & Women's Hospital in Boston "where a man, Mr. Wolf, is about to undergo surgery for a dangerous infection in an artery in his leg. He's surrounded by technology and highly-skilled doctors and nurses who spent years training for their professions. They are about to employ something breathtakingly simple to make sure the patient has a successful outcome." It's a checklist of 19 points that they are following. It includes things like everyone in the operating room (OR) introducing themselves—their name and their job. Then they check off equipment that needs to be available. Observing all of this in the OR is the bestselling author and general surgeon at Brigham & Women's, Dr. Atul Gawande. His book is *The Checklist Manifesto: How to Get Things Right*. It grew out of his work at the World Health

Organization (WHO) to find a way to reduce deaths in surgery. He had found this extra tool that others were using—such as in aviation, in skyscraper construction—and thought the hospital should give it a try.

After months of research in 2008, Dr. Gawande and his team created the surgical safety checklist for the WHO. They used the checklist in eight hospitals around the world—including hospitals in Seattle, London, Tokyo, and rural Tanzania—a wide range of settings. Using it reduced complications of surgery by more than a third, and there was also a significant drop in deaths. Gawande argues that the simple checklist is effective because in today's high-tech complex medical world, there is just too much for the human mind to remember. And he adds, "And I will tell you right now, it's not because we have bad doctors or bad nurses. We have great people, great drugs. But making all of the steps come together in such a way that nothing falls between the cracks—we're not great at that."

He said that he started using his surgery checklist in his operations at Harvard a couple of years ago. Did he think he needed it? No, but he has found that he has not gotten through a week without the checklist catching things that made the surgery process better—an antibiotic that was not given, blood that was supposed to be available, etc. And in the case of Mr. Wolf, the checklist helped the OR staff realize that there were two pieces of critical equipment that were NOT on hand—ones they were able to get before surgery began.

In her report, Ms. Bowser tells about a related story in Michigan. There every hospital adopted a cleanliness checklist to prevent infected lines. As a result, they had a two-thirds reduction in infections within one year. They saved more than 1500 lives and more than $200 million dollars.

When Dr. Gawande was asked about resistance to this process, he answered that their surveys show that about 20 percent of surgeons think it is a waste of time and feel it can get in the way. They have their way of doing things that they say has worked perfectly well, so they are in no need of working to improve things. But he adds that when people have tried it, 80% say they are glad to have the checklist and would not go back to doing it any other way.

How this Relates to Schools

- Just as the goal of Dr. Gawande's checklist is not the <u>completion</u> of the checklist, but rather preventing complications and saving lives, the goal of school-wide and classroom fidelity assessment is preventing academic failure for students who are at risk. The goal is student success.

- We often hear that it is very difficult for long-time teachers to even think of beginning to use fidelity checks. They may feel threatened just as 20 percent of

surgeons do not want to implement the OR checklist. Perhaps they do not want to see that they may have been leaving things out. But, it might be very encouraging to these experienced teachers to realize just what a good job they have been doing!

- It is best to think of fidelity as being a part of each of the components of the RtI framework rather than a separate component. We need to think about the consistency and accuracy of screening, progress monitoring, instruction, and data-based decision-making—all the steps we are using to fully integrate the RtI framework

Challenges

- Much about putting fidelity in place is will be challenging to schools, especially because it usually involves changes at the surface level (climate) and at a deeper level (culture). Surface level changes involve addressing vision, mission, goals, and structure. Most change efforts are changes at this level. We can think of them as changes in the climate.

- For **fundamental changes**, you have to go deeper. Deeper level changes involve changes at the second-order level—changes leading to a change in the culture. Second-order changes are more difficult, take longer, and encompass individual values and beliefs, traditions, norms, and leadership.

- It might be instructive to actually complete a chart with values, beliefs, traditions, norms, and leadership in the far left column and then write down, for example, what school values support change, would support fidelity, what school values are not supportive of change, or the implementation of fidelity. Then do the same for beliefs, traditions, norms, and leadership.

Climate	**Supportive**	**Not Supportive**
Values		
Beliefs		
Traditions		
Norms		
Leadership		

Fidelity at the School and Tier Levels

What does fidelity of implementation within an RtI framework look like at the school level?

- An assessment system that works to inform us about student-risk status—which students may having reading or other achievement-related difficulties
- An assessment system that informs us about student progress within grade level or curriculum standards
- A curriculum that is evidence-based
- An understanding about how curricular elements link across tiers and grade levels
- Assurance that our instructional practices are evidence-based
- Staff have a clear sense of what they need to do and how to do it
- Staff know when the fidelity checks are going to be completed and that they are routinely applied so that the information is used to improve instruction
- Practices integrated so that the overall framework can be sustained
- Staff have an agreed-upon vocabulary and agreed-upon procedures and practices to support implementation at the school level

All of these practices and advantages help us to face the many challenges inherent in sustaining effective practices, not the least of which is the change in personnel—a change in building-level administrator and changes in instructional staff all can undermine an effective system.

What Does Fidelity Look Like at Tier 1 Level?

- If practices are not going well in Tier1, it is unlikely they go well at the Tier 2 and Tier 3 levels.

- Fidelity at this level is about teachers **consistently** and **accurately** (two words that sum up fidelity) applying a research-based curriculum, assessing student gains, managing and using data to guide instruction.

- Staff members must feel that they
    - work in an open, non-threatening environment; and,
    - can use their colleagues as resources to strengthen own teaching skills and techniques.

- In an open communication system, fidelity checks of classroom techniques can be a useful and supportive way to collaborate and learn in order to become a stronger teaching network.

What Does Fidelity Look Like at the Tier 2 and Tier 3 Levels?

- The important points related to Tier 1 also apply here, but the interventions designed for small groups are often more prescriptive, with specific procedures.

- The NCRTI finds that schools usually use standard treatment protocols for the supplemental level (Tier 2). At this level, fidelity checks are often easily implemented. With the procedural list already in place, an observation checklist can easily be constructed.

The Five Elements of Fidelity

In the research literature, various ways of organizing elements of fidelity are presented. We have found that focusing on the five elements of adherence, exposure, quality of delivery, program specificity, and student responsiveness is very helpful when talking about fidelity at the classroom level.

Adherence answers the following questions:

- How well do you stick to the plan?
- How well do you adhere to the curriculum or the instruction or the intervention as intended?
- How well do you stay true to an intervention and avoid the drift?

Duration and exposure answer questions about how often a student receives an intervention, for how long each time and for how many weeks. We can think of this element in terms of learning opportunities, as number of days in a week or minutes per day for delivery of curriculum. When we talk of providing more intense instruction, we often increase the duration and exposure, and thereby provide more learning opportunities.

Quality of delivery relates to the quality with which the interventionist or the instructional staff person delivers that curriculum.

- Was the instructor's enthusiasm evident?
- Was the instructor engaged in delivering the content?
- Was the instructor making sure that students were engaged, that students were understanding the material and if not, doing something to change that?
- Was the instruction explicit? strategic? systematic? scaffolded?

Program specificity is concerned with avoiding contamination or pollution, i.e., being careful not to add a few things from one set of materials and something else from another set.

Student responsiveness must be considered. You can have high adherence, the right exposure, an enthusiastic teacher doing a great job delivering, clear program specificity,

but if students are not engaged, it is all for naught. A favorite example for quickly checking student responsiveness—let's count the number of sleeping heads on desks.

Schools may also wish to review the following research article on **treatment integrity**—that is, the extent to which an intervention, as conceptualized in a theoretical model or manual, is implemented as intended.

Schulte, Ann C., Easton, Julia E., and Parker, Justin. (2009). "Advances in Treatment Integrity Research: Multidisciplinary Perspectives on the Conceptualization, Measurement, and Enhancement of Treatment Integrity," *School Psychology Review*, Vol. 38, No. 4. http://findarticles.com/p/articles/mi_go1715/is_200912/ai_n45881497/ .

Assessing Fidelity in the Classroom—When to Take a Closer Look

- When might you want to assess fidelity in the classroom?
  - When the students are not doing well with what is considered to be a high-quality, scientifically-based program
  - When a low success rate shows up in the progress monitoring data
  - With a newly-learned method of instruction or an intervention

- Keep in mind that the verification of fidelity is what links student results with the instruction.

- To assess fidelity you can use a **direct assessment** such as an observation checklist, which is considered to be the most reliable. A qualified staff member(s) observes the instruction or intervention and records the occurrence of the major intervention components.

- You can also use **indirect assessments**—permanent product assessments (student work samples and results of student assessments) and self-report (the interventionist completes the checklist on his or her own performance, or in the case of a student survey, the student completes a survey that asks, for example, how helpful a particular strategy or routine is).

TOOL: When to Take a Closer Look (pages 13–15—form and completed example)

- This tool will help you or school staff members to determine the following:
  - When to use an assessment tool
  - The person who will do the assessment
  - How often
  - The subsequent feedback and follow-up

- In the far left column are situations that might warrant a fidelity check. (There is space on your blank chart to think of others). In the second column is listed a person who might do this fidelity check. In columns three and four, list an appropriate tool and the frequency of use, respectively. The last column is used to record feedback and follow-up.

- It is very important how you go about feedback and follow-up. Feedback has to be seen as formative and cannot be in any way equated with personnel evaluation.

- Completing or working to complete this table will take some thought and no doubt will involve changes as you work through this. Add your own indicators as necessary.

TOOL: Instructional "Walk-through" Guidelines and Observation Form (pages 16–24)

- The *Instructional "Walk-through" Guidelines* and *"Walk-through" Observation Form* are both organized with respect to the five elements of fidelity. The NCRTI has used the instructional walk-through when visiting middle schools and it works amazingly well for getting a good idea of what is going on in the classroom in a very short time. It can be a basis for constructive feedback for a teacher, a grade level, or a school-improvement team.

- First, develop the Guidelines document prior to the classroom observation. All the potential observers for the school should get together and decide what **teacher actions** would be a basis for the rating in the left-hand column.

- For example, the ***Adherence*** section is completed for you. You see three statements that are to be assessed:

    - Learning objective is evident to the students.
    - Teacher uses program materials effectively during instruction and/or intervention.
    - Learning objective(s) are met.

  The statements in the right-hand column are **teacher actions** that you would expect to see as a basis for that rating if it is evident that the students understand the objective of the lesson. These give you an idea of the types of teacher actions you might want to list here. You can use these examples if you want to. You may want to add more under ***Adherence***.

- The observers continue to complete the Guidelines document with the other elements of fidelity. After each of the descriptors—Yes, Sometimes, No, Unable

to determine, Supporting evidence—write a statement that supports the basis for that rating. Then use the completed Guidelines document as you conduct the observation.

- Notice that the *Instructional "Walk-through" Guidelines* document follows the same format as the *Instructional "Walk-through" Observation* form.

TOOL: Observation Checklists—Repeated Reading, Unit Organizer, and Cue-Do-Review (pages 25–35)

- The following tools are sample ideas for observation checklists that schools can easily adapt to develop fidelity checks for specific instructional and/or intervention strategies they are using. As curriculum and intervention strategies vary from school to school, school teams will have to tailor fidelity of implementation checks to their individual local programs.

- **Repeated Reading Intervention Strategy and Observation**. This document from the St. Croix River District in Minnesota[1] is an example of fidelity assessment for an instructional intervention.
  - Page 25 includes the intervention activity—objective, materials, the sequence, and some ideas about what to do if you do not see progress.
  - On page 26 are resources that provide the evidence base for the intervention activity.
  - On page 27 is the actual observation checklist to determine the fidelity of the intervention activity. Note that the observation checklist follows the sequence of the activity, but the two are not identical. The checklist includes the crucial elements, but does not include steps such as the explanation of the procedure, which is step #1 in the activity. If you feel this step in an important one to include in your checklist, add it. You may want to add some other steps as well.

- The **Unit Organizer Observation Checklist** (page 29) is a sample observation fidelity check on the teacher explaining the Unit Organizer. *Note: A **Unit Organizer Routine** is used to plan units and the, prior to instruction, introduce and maintain the big ideas in units and show how units, critical information, and concepts are related. Research results showed that when teachers used the Unit Organizer Routine, understanding and retention of the information by low-achieving students, students with learning disabilities, and average-achieving students improved substantially over baseline as reflected in unit test scores and in scores on unit content maps and explanations of these maps. Students of teachers who used the Unit Organizer Routine regularly and consistently scored*

[1] Courtesy of Kerry Bollman, Academic Collaborative Planner, St. Croix River Education District, Rush City, Minnesota, www.scred.k12.mn.us.

an average of 15 percentage points higher on unit tests than students of teachers who used it only irregularly. http://www.kucrl.org/sim/routines/unit.shtml

- The **Cue-Do-Review Observation Checklist** (page 33) is a sample observation fidelity check on a teacher presenting a structured lesson where students use some sort of hands-on device. It adds one other valuable piece—a column to indicate student behavior that is related to the teacher behavior. You could add such a column to the Repeated Reading Observation Checklist and thereby have a record of student engagement. Some checklists lend themselves to this additional column more readily than others. For example, the Unit Organizer Checklist cannot be paired with related student behaviors because its intent is a check on the teacher only.

  Note also that the checklist for the content enhancement routine has a column for evidence or notes. This information helps to bring about consensus among observers, if there is more than one, as to what should be counted as a "2" behavior, a "1" behavior, or a "0" behavior.

- Many people ask what percentage of the listed steps should be completed in order to judge that an intervention has been implemented with fidelity. When do you consider that something was delivered with fidelity? **Our answer is 100%.** If you leave out the eggs in a cake, you have a different product.

TOOL: Action Plans—Classroom and Building Administration Fidelity Action Plans (pages 36–49)

- There are two sets of action plans: one to develop and use for implementing fidelity at the school level and one to develop and use for implementing fidelity at the classroom level. Both are of equal importance.

- Look at the **Building Administration Fidelity Action Plan** (page 36). There are three sections:

  - Organizational Capacity
  - Program Characteristics
  - Assessment

- First, look through the listed goals and see what goals are already in place. Make a brief note of those in the "Existing Practices and Materials" section and then more fully describe each in the "Action Steps" section, with an asterisk or other mark to indicate that the practice already exists. Then choose **several** (not all) goals that you want to work on and describe the action steps needed to reach those goals. Record a goal date.

- The **Classroom Fidelity Action Plan** (page 43) has a similar format but has five sections, each corresponding to one of the elements of fidelity. Work with these plans in the same way. First, note those existing practices and materials and then for those needed practices and goals, list action steps. You will find this one easier to complete and the various goals are cohesive. You might find it easy to address some aspects of all of these goals at one time.

DIAGRAM: Supporting Levels of Professional Development—Fidelity in the Classroom (page 50)

- This diagram relates to the importance and sequence of coaching, modeling, fidelity checks, and feedback—a good portion of which are done with kids in the classroom, under three basic headings as follows:
    - professional development
    - classroom modeling
    - teacher implementation

- Think about how your professional development might work using this framework to improve fidelity.

- As part of a professional development day, the coach models what the new instruction/intervention looks like—perhaps several times, depending on the complexity. Perhaps the teacher learning the new practice could conduct a fidelity check on the coach. The teacher then has opportunities to practice (the coach does a fidelity check and uses it to provide feedback. Then comes either more observation of the coach modeling followed by teacher practice **or** the teacher is ready to do the instruction/intervention in the classroom.

- With classroom modeling, the coach models the new practice (while actually teaching this to the students or student) and when the teacher feels ready, he or she could then do the same procedure with another student while the coach did a fidelity check. They might take a minute or two to discuss feedback and follow-up and depending on the results, the process of coach modeling/teacher implementing could be repeated or the teacher could move to the next level - teacher implementation.

- Next comes teacher implementation. This occurs after the modeling sessions and coaching sessions.

- The fidelity checks will continue during teacher implementation, as determined by situation and need.

- Coaching and fidelity checks are an integral part of the entire sequence.

Assessing Fidelity of Implementation at the Classroom Level
When to Take a Closer Look

Indicator	Person	Fidelity Tool(s)	Frequency	Feedback / Follow-Up
New Curriculum/New Intervention				
Comparatively low class average; increase in number of at risk students				
Established instruction / interventions				
New administrator / teacher				
Early second semester score slump				

Indicator	Person	Fidelity Tool(s)	Frequency	Feedback / Follow-Up

Example

Assessing Fidelity of Implementation at the Classroom Level

When to Take a Closer Look

Indicator	Person	Fidelity Tool(s)	Frequency	Feedback / Follow-Up
New curriculum/new intervention	Teacher / Coach	· Coaching · Direct observation with checklist	· 2-3x/semester	· Coaching · Peer support
Comparatively low class average; increase in number of at risk students	Coach	· Direct observation with checklist · Student work sample · Teacher log	· 1x/month · weekly	· Professional development
Established instruction / interventions		· Student data · Observation checklist		
New administrator/ teacher		· Student data · School data · "Walk-through"		
Early second semester score slump		· " Walk-through · Observation with checklist · Videotaping		

Assessing Fidelity of Implementation at the Classroom Level
Instructional "Walk-through" Guidelines

Directions: This Guidelines document is completed prior to the classroom observation. All the potential observers for the school should get together and decide what **teacher actions** would be a basis for the rating in the left-hand column. See full directions on page 9.

1. Adherence

Learning objective is evident to the students.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Evident	• Teacher specifically names objective at beginning of lesson/class. • Students write down the objective. • Students accurately answer teacher's question about objective
Not evident	• Teacher does not mention objective, goal, reason for the lesson.
Unable to determine	• Objective not specifically mentioned, but students seem to have a good understanding of topic and context.
Supporting examples	• Student responds accurately to teacher's question *(Ex: Why are we talking about Greece and Rome? To see the Greek and Roman influences in the U.S. today.)* • •

Teacher uses program materials effectively during instruction / intervention.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
Sometimes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Learning objective/objectives are met.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
No	• •
Unable to determine	• •
Supporting examples	•

2. Exposure

_____minutes devoted to instruction /intervention

_____ minutes determined to be optimum

3. Quality of Delivery

Teacher appears adequately prepared to deliver instruction or intervention.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
Sometimes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Teacher's interactions with students reflect encouragement and enthusiasm.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
Sometimes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Teacher provides clear, explicit instruction for all students.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
Sometimes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Teacher provides positive, constructive feedback to all students.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Pacing and transitions are effective.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
No	• •
Unable to determine	• •
Supporting examples	•

4. Program Specification

Teacher adheres to instructional components as designed.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
No	• •
Unable to determine	• •
Supporting examples	•

Teacher demonstrates knowledge of content and intervention strategy.

Rating	Possible Teacher Actions that Might Be Observed to Support Rating
Yes	• •
No	• •
Unable to determine	• •
Supporting examples	•

5. Student Responsiveness

Students appear. . .

	Highly engaged –Most students are authentically and actively engaged.
	Moderately engaged – Most students are engaged or willingly compliant.
	Not engaged – Most students are not participating or are off-task.
Possible **Student** Actions that Might Be Observed to Support Rating	
Possible **Teacher** Actions that Might Be Observed to Support Rating	

Notes

Assessing Fidelity of Implementation at the Classroom Level

Instructional "Walk-through"
(Instructional Observation Form)

Date: _____ Beginning Time: _____ Ending Time: _____

Observer: _____

Teacher: _____ School: _____

Grade level: _____ Subject: _____

Number of total students: _____ Number of students per group: _____

Grouping format:

☐ Whole group ☐ Small group ☐ Paired ☐ Individual

Adherence

Materials/Program:

Learning objective(s) for instruction / intervention:

Learning objective is evident to the students.

☐ Evident ☐ Not evident ☐ Unable to determine

Supporting example(s)/evidence for rating:

Teacher uses program materials effectively during instruction / intervention.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Learning objective(s) are met.

☐ Yes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Exposure (Amount of time devoted to instruction/ intervention)

_____ minutes

Quality of Delivery of Instruction

Teacher appears adequately prepared to deliver instruction or intervention.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Teacher's interactions with students reflect encouragement and enthusiasm.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Teacher provides clear, explicit instruction for all students.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Teacher provides positive, constructive feedback to all students.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Pacing and transitions are effective.

☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine

Supporting example(s)/evidence for rating:

Program Specification
Teacher adheres to instructional components as designed ☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine Supporting example(s)/evidence for rating:
Teacher demonstrates knowledge of content and intervention strategy. ☐ Yes ☐ Sometimes ☐ No ☐ Unable to determine Supporting example(s)/evidence for rating:
Student Responsiveness
Students appear (check one): ☐ Highly engaged—Most students are authentically engaged. ☐ Well managed—Students are willingly compliant and engaged. ☐ Not engaged—Many students are not participating or are off-task. Supporting example(s) /evidence for rating:
Motivation Techniques (please list):

Repeated Reading
Intervention Strategy [2]

Objective

To increase **fluent reading** on passages for students who

- can read a particular passage with high accuracy; and,
- show a benefit in fluency from repeated practice on the same passage.

Materials

- Two copies each of a reading passage that the student can read with at least 95% accuracy
- Stopwatch or count-down timer
- Pencil/pen for Interventionist to mark errors. May choose to use put one copy of text in a page protector, and mark with a dry erase marker so materials may be reused.

Sequence

1. Interventionist explains that student will be reading a passage multiple times to work on increasing fluency (fluency is rate and expression—not just speed)
2. Interventionist gives copies of passages to student.
3. (Optional Step) Student whispers passage to him/herself while tracking with his/her finger to figure out unknown words. Students may ask about any unknown words.
4. Interventionist explains that for the first reading aloud, the student will read for one minute.
5. Interventionist says ***Begin*** (not *Start*) and starts stopwatch.
6. Student reads passage aloud.
7. Interventionist marks errors and monitors stopwatch. At one minute, Interventionist says ***Stop*** and marks the last word read by student.
8. Interventionist records number of correct words per minute and graphs results, and shows the graph to student.
9. Interventionist provides standard error correction for each word the student read in error. (*That word is _____. What word?* The student repeats the word. Interventionist says *Yes. That word is_____.*) Student goes back to the beginning of the sentence to begin again.
10. Repeat steps 5–9 at least two or more times for a minimum of three timed readings (student reads, Interventionist times, words read correctly are recorded, and errors are corrected). Additional repetitions may be completed if student's fluency continues to improve through these readings.

[2] Courtesy of Kerry Bollman, Academic Collaborative Planner, St. Croix River Education District, Rush City, Minnesota, www.scred.k12.mn.us.

What if I don't see progress?

1. Is the reading material at a level the student can read at 95% accuracy?
2. Have repeated reading sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly?

Repeated Reading
References for Evidence-Based Practices

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Sindelar. P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. *Journal of Educational Research*, 83, 220–226.

Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. *Remedial and Special Education*. 25(4) 252–261.

Repeated Reading
Intervention Integrity Observation Checklist [3]

Student Name: _____ Grade Level of Student: _____

Date of Observation: _____

Interventionist Name: _____ Observer Name: _____

Intervention Sequence	Yes	No
Interventionist provides copy of text to student, has a copy of his/her own, and a stopwatch		
Optional Reading 1: Interventionist allows time for student to whisper read passages and ask about any unknown words.(Leave yes/no box blank if this step was skipped)		
Students actively track as they whisper read. (Leave yes/no box blank if this step was skipped)		
Reading 2: Interventionist times student reading for 1minute and marks on his/her copy ending point.		
Interventionist records words read correctly (WRC) per minute and graphs the score, showing graph to student.		
Interventionist provides correction procedure for every incorrectly read word. Also mark "yes" if the student did not make any errors during this reading.		
Reading 3: Interventionist times student reading the same passage from the same starting point for 1minute and marks on his/her copy ending point.		
Interventionist records WRC/min, graphs score, shows graph to student.		
Interventionist provides correction procedure for every incorrectly read word. Also mark "yes" if the student did not make any errors during this reading.		
Reading 4: Interventionist times student reading the same passage from the same starting point for 1minute and marks on his/her copy ending		

[3] Courtesy of Kerry Bollman, Academic Collaborative Planner, St. Croix River Education District, Rush City, Minnesota, www.scred.k12.mn.us

point.		
Interventionist records WRC/min, graphs score, shows graph to student.		
Interventionist provides correction procedure for every incorrectly read word. Also mark “yes” if the student did not make any errors during this reading.		
Optional Reading 5: Interventionist times student reading the same passage from the same starting point for 1minute and marks on his/her copy ending point. (Leave yes/no box blank if this step was skipped)		
Interventionist records WRC/min and graphs the score, showing graph to student. (Leave yes/no box blank if this step was skipped)		
Interventionist provides correction procedure for every incorrectly read word. Also mark “yes” if the student did not make any errors during this reading. (Leave yes/no box blank if this step was skipped)		
Optional Reading 6: Interventionist times student reading the same passage from the same starting point for 1minute and marks on his/her copy ending point. (Leave yes/no box blank if this step was skipped)		
Interventionist records WRC/min and graphs the score, showing graph to student. (Leave yes/no box blank if this step was skipped)		
Interventionist provides correction procedure for every incorrectly read word. Also mark “yes” if the student did not make any errors during this reading. (Leave yes/no box blank if this step was skipped)		

Unit Organizer Observation Checklist

Teacher: _____

Rater Name: _____

Name of Unit Organizer: _____ Date: _____

Observation Rating Guide

2 = Present and correct 1 = Present, but needs improvement 0 = Missing or incorrect

Feature	Rating	Comments
Current Unit		
1. The Current Unit title captures the nature of the present unit.		
Last Unit/Experience		
2. The Last Unit/Experience title captures the nature of the previous unit or experience.		
Next Unit/Experience		
3. The Next Unit/Experience title captures the nature of the following unit or experience.		
The Bigger Picture		
4. The Bigger Picture statement names the idea or theme that holds several units together.		
5. Units included in the Bigger Picture are clearly indicated.		
Unit Paraphrase		
6. The Unit Paraphrase captures the main idea of the unit in a few words.		
7. The Unit Paraphrase distinguishes this unit from other similar units.		
8. The Unit Paraphrase clearly and meaningfully communicates unit content.		

Feature	Rating	Comments
9. The Unit Paraphrase provides an umbrella for all learning.		
Unit Map		
10. Unit Map has seven or fewer parts.		
11. The Unit Map gives a linear, left-to right representation of the order in which content will be presented or learned.		
12. Only topics are included. (Details are not included.)		
13. Topic names are simple words or phrases.		
14. Topics, or content parts can be expanded hierarchically.		
15. The Unit Map shows how information is connected.		
16. Each line label accurately expresses the relationship between ideas.		
17. The Unit Map is simple enough for students to use effectively.		
Unit Relationships		
18. Unit Relationships capture important relationships among ideas that have not been depicted in the Unit Map.		
19. Unit Relationships are congruent with unit outcomes		
20. Unit Relationships include relationships which students will have to demonstrate understanding of on tests.		
Feature	**Rating**	**Comments**
Unit Self-Test Questions		
21. The Unit Questions identify ways in which students should think about the information to be learned.		

Feature	Rating	Comments
22. The Unit Questions lead students to do well on outcome measures.		
23. The Unit Questions enable students to monitor progress in learning.		
24. The Unit Questions help students to identify the critical concepts or ideas to be learned in the unit.		
Unit Schedule		
25. The Unit Schedule includes tasks and activities that will promote learning of the content (e.g. assignments, projects, quizzes and tests).		
Expanded Unit Map		
26. The Expanded Unit Map depicts a hierarchical arrangement of ideas.		
27. The Expanded Unit Map has a sufficient level of detail included (i.e. not all details are depicted).		
28. The Expanded Unit Map has sub topic names that are simple words or phrases.		
29. The Expanded Unit Map shows how information is connected.		
30. The Expanded Unit Map includes line labels that accurately express the relationship between ideas.		
31. The Expanded Unit Map is simple enough for students to use effectively.		
New Unit Self-Test Questions		
32. The New Unit Self-Test Questions are **not** presented in the draft.		
33. When the New Unit Self-Test Questions are generated with the students, additional questions capture important content in the unit that was not reflected in the original Unit Self-Test Questions.		

Feature	Rating	Comments
34. The New Unit Self-Test Questions identify ways in which students should think about the information they are learning, and		
35. The New Unit Self-Test Questions lead students to do well on outcome measures.		
36. The New Unit Self-Test Questions enable students to monitor progress in learning.		
37. The New Unit Self-Test Questions help students to identify the critical concepts or ideas they are learning in the unit.		

Cue-Do-Review Observation Checklist

Teacher: _____

Rater Name: _____

Name of Unit Organizer: _____ Date: _____

Observation Rating Guide

2 = Present and correct 1 = Present, but needs improvement 0 = Missing or incorrect

Initial Content Enhancement Implementation (Full Lesson)				
Cue				
Rating	**Teacher Behavior**	**Rating**	**Student Behavior**	**Evidence/ Notes**
☐	1. Names the device	☐	Students attend to the introduction of the device (look, listen, respond)	
☐	2. Explains how the device helps students learn content (provides rationale)	☐	Students listen to the explanation, answer questions, and respond when asked	
☐	3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute)	☐	Students acknowledge the expectation and get ready (e.g., nod, look at the device, have pen/pencil)	
Do				
☐	4. Utilizes the Linking Steps to lead the students in the creation of device	☐	Students follow the teacher in completing the device—write in the correct spaces	
☐	5. Elicits responses from students	☐	Students participate—offer ideas, respond to questions	
☐	6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information	☐	Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
☐	7. Writes information on the device clearly and legibly	☐	Students take notes on their devices	
Review				
☐	8. Asks how the device links to and guides learning	☐	Students respond with ways that the device can help them	

☐	9. Leads review of content by asking students questions about the main critical content	☐	Students understand/can state the main learning points	
☐	10. Reminds students to use the device during instruction and for assessment	☐	Students state other uses for the device	

Content Enhancement Routine (Lesson Continuation/Review or Student Directed)				
Cue				
Rating	**Teacher Behavior**	**Rating**	**Student Behavior**	**Evidence/Notes**
☐	Asks students to find the device	☐	Students locate the device and put it on their desks	
☐	Asks students questions to review the content of the device	☐	Students answer questions, state the main learning points, and ask questions	
☐	Tells students the expectations (e.g., take notes, ask and answer questions, contribute)	☐	Students acknowledge the expectations and get ready (e.g., nod, look at the device, have pen/pencil)	
Do				
☐	Facilitates: • Review • Adding to the device • Use of the device for class work	☐	Students are engaged in: • Large-/small-group review • Cooperative learning groups • Independent use of device	
☐	Elicits responses from students	☐	Students participate—offer ideas, respond to questions	
☐	Shapes student responses by asking questions and leading students to evaluate the accuracy of information	☐	Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
☐	Adds information to the device as needed	☐	Students take notes	
Review				
☐	Asks how the device links to and guides learning	☐	Students respond with ways that the device can help them	

☐	Leads review of content	☐	Students understand/can state the main learning points	
☐	Reminds students to use the device	☐	Students state other uses for the device	

Building Administration Fidelity Action Plan

As you work with the goals and action steps for implementing fidelity, keep in mind the related materials and practices already in place within your school, and the materials and practices still needed.

Organizational Capacity

GOAL	ACTION STEPS	GOAL DATE
To work diligently to cultivate an atmosphere that is conducive to trying new approaches		
To help the school integrate new programming within its existing practices and routines		
To establish a leadership team to facilitate decision-making about training needs, staff development, intervention implementation, and implementation of assessments		

To assess staff's views, morale, trust, collegiality, and disagreement resolution regarding the assessment of treatment fidelity		
To encourage shared decision making among staff members		
To facilitate a shared vision among staff members		
To develop effective mechanisms for encouraging frequent and open communication and feedback on overall implementation efforts		
To help department teams develop procedures to enhance strategic planning by establishing clear roles and responsibilities for expected task accomplishments		

To choose effective leaders to set priorities, establish consensus, offer incentives, and manage the fidelity process		
To ensure continuous professional development		
To establish a procedure for assessing fidelity		
To meet with leadership team on a regular basis to discuss procedures for the assessment of fidelity		
To determine a timeline for how often fidelity will be assessed		

Existing Practices and Materials: **Needed Practices and Materials:**

Program Characteristics

GOAL	ACTION STEPS	GOAL DATE
To collaborate with team level staffs to ensure training is in place for interventions and fidelity checks		
To recruit individuals with expertise in the program area, screening, progress monitoring, or intervention to conduct the trainings		

To consider qualities and expertise of staffs when choosing staff to implement an intervention and conduct fidelity checks		
To ensure coaches are trained to assist teachers in implementing interventions and assessing fidelity		
To develop a timeline for how often coaches will assist teachers		
To work with each staff member to develop a professional development plan		

Existing Practices and Materials: **Needed Practices and Materials:**

Assessment

GOAL	ACTION STEPS	GOAL DATE
To work with the leadership team to choose tools for fidelity checks that fit with the school's needs, staff preferences, organizational practices, mission, priorities, and values		
To have a documentation system in place when planning for fidelity checks		

To determine and document a specific schedule and place for fidelity assessments		
To develop a system to observe teachers for fidelity of implementation on screening, progress monitoring, and intervention application		
To provide teachers a timeline and rationale on how often and when observations will occur		
Existing Practices and Materials: **Needed Practices and Materials:**		

Classroom Fidelity Action Plan

As you work with the goals and action steps for implementing fidelity, keep in mind the related materials and practices already in place within your school, and the materials and practices still needed.

Adherence

GOAL	ACTION STEPS	GOAL DATE
To feel comfortable with available tiered interventions in my school		
To be trained on curriculum and interventions for my classroom		
To ensure that I implement all the essential elements as prescribed in the intervention(s)		
Existing Practices and Materials: **Needed Practices and Materials:**		

Duration/Exposure

GOAL	ACTION STEPS	GOAL DATE
To ensure that students are exposed to the length of time needed for the instructional delivery		
To ensure that students receive instruction as often as needed each week		
To ensure that I expose the students to the prescribed amount of intervention		

Existing Practices and Materials:

Needed Practices and Materials:

Quality of Delivery

GOAL	ACTION STEPS	GOAL DATE
To be prepared to deliver the lesson (background knowledge, PD, knowledge of instructional techniques)		
To use my program materials effectively		
To make learning objectives evident to students		
To meet my learning objectives		
To provide time for my students' questions.		
To provide constructive feedback on my students' work.		

To use good teaching practices to ensure quality delivery.		
To provide clear, explicit instructions for all students during the instruction.		
To ensure that the pacing and transitions of the lesson are effective and appropriate for the students.		

Existing Practices and Materials:

Needed Practices and Materials:

Program Specification

GOAL	ACTION STEPS	GOAL DATE
To keep the essential elements of the intervention intact without including additional instruction outside of the intervention		
To adhere to the instructional components as they were designed		
To apply a new intervention rather than "mix and match" techniques when students might need a new program		

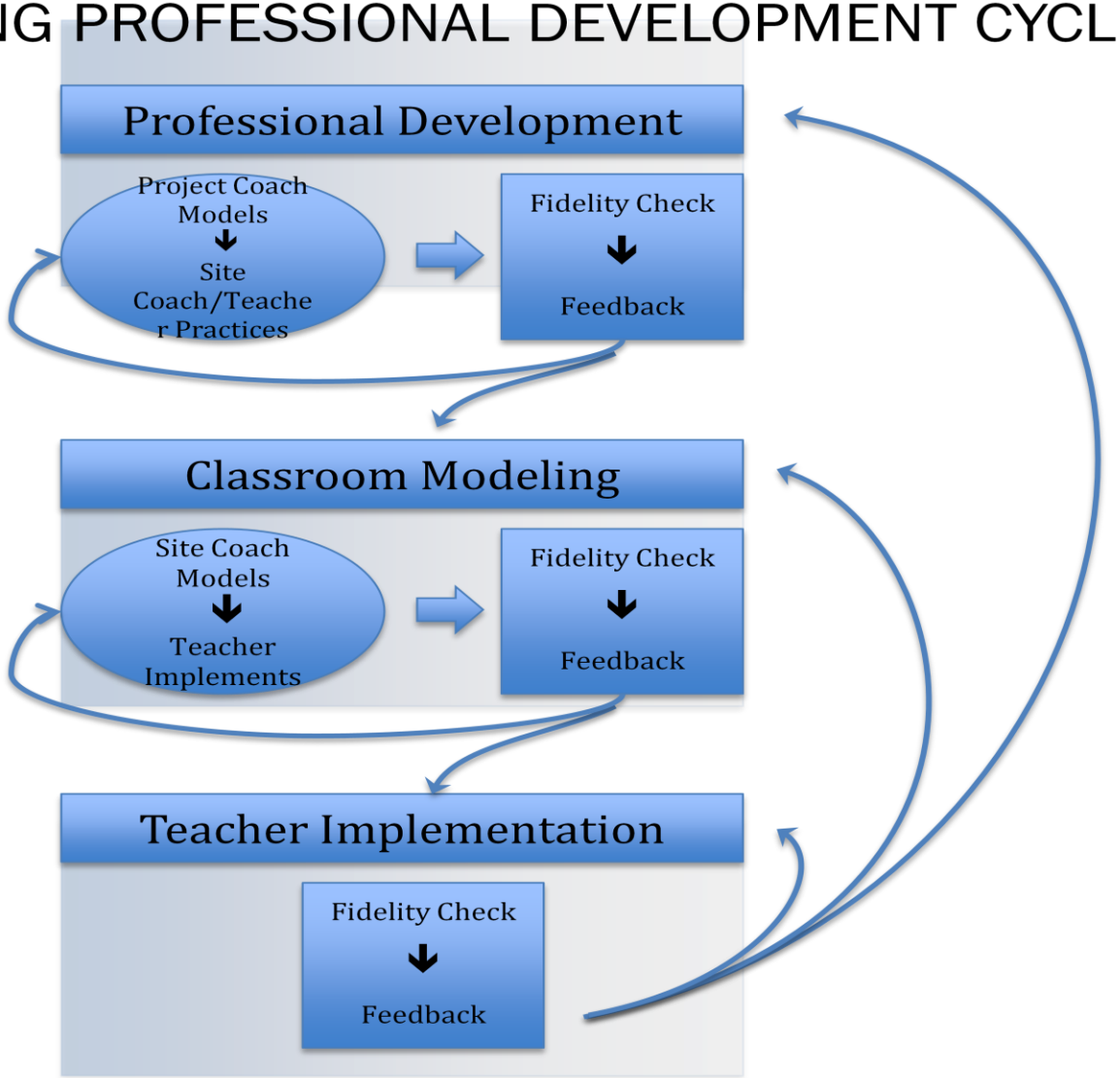
Existing Practices and Materials:

Needed Practices and Materials:

Student Responsiveness

GOAL	ACTION STEPS	GOAL DATE
To have a “menu” of motivational techniques to help keep students engaged in the lesson		
To monitor progress on a regular, agreed-upon basis		
To be aware of the level of students’ interest and enthusiasm during lessons; adjust instructional techniques as needed		
To use student data to know how well students responded to a lesson and adjust my instruction accordingly.		

Existing Practices and Materials:

Needed Practices and Materials:

SUPPORTING PROFESSIONAL DEVELOPMENT CYCLES